

# 2<sup>nd</sup> and 3<sup>rd</sup> Grade Water Unit



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# Who needs water and how do they use it?

I started with a Project Wild Aquatic lesson called Aqua Words.



- We looked at pictures of water.
- Students came up with as many water related words as they could.

We shared our ideas and realized all living things depend on water and that nearly everything is connected to water somehow.



# Getting out into nature

I wanted to connect students to the environment and give them concrete, shared experiences with water.

We walked to Kettle Pond.





At the pond, students observed, took photographs, scooped water samples and asked a lot of good questions about nature. They were very engaged.



# We know people need water too, so where do we get our freshwater in Madison?

We visited a well in Madison and learned that our water is pumped from an underground aquifer.





# But where does our water go after we use it?

## We visited the Madison Metropolitan Sewerage District (The Wastewater Treatment Plant).



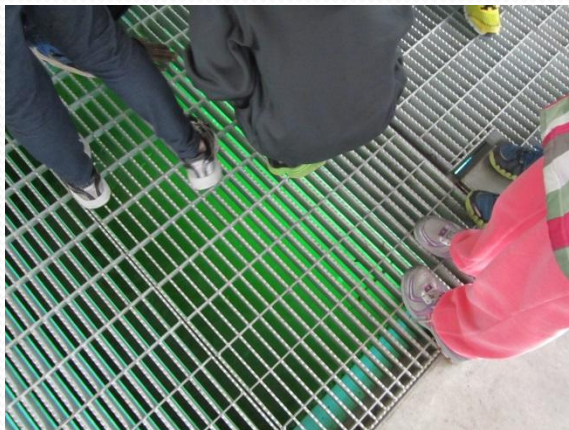
Disgusting!



Really gross



Kind of icky



Clean again!



Back out into the environment



# And what about rain water?

We took a neighborhood walk after it rained to see where it all goes. We noticed that water goes downhill.

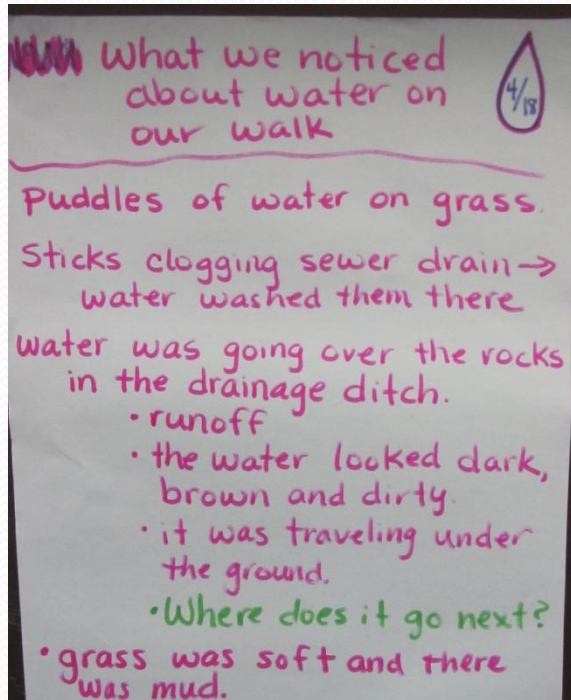




# Processing what we saw on the trips.

Students still needed to sort through everything we saw and learned. It was important for them to have time to think about our trips and discuss their thoughts.

- We wrote down some thoughts as a class and kept a list of questions.
- Students kept individual journals of their observations.
- We read books and articles related to what we were learning about.





# Looking for deeper understanding

- As a culmination to our unit, students are going to do research and a presentation on a water related topic of their choice.
- My hope is that ideas of a rain garden and other conservation/preservation ideas are realized and shared with others.



# Assessing student learning

Assessment is based on a number of things including:

- ❖ Participation in discussions
- ❖ Participation in activities
- ❖ Student work
- ❖ Research project
- ❖ Presentation





# Learning across content areas

- Although our unit was focused on a science topic, we practiced and learned reading, writing and math skills throughout it.
- We connected it to our study of Madison (one of our social studies units)
- It was not done just during “science” time because it was not only science.
- I tried to provide multiple ways to learn by including kinesthetic, musical and artistic activities.

# Reflecting on student learning

The idea of hands-on learning was reinforced.

- Students consistently were more curious when they got to see and do something instead of read it in a book.
- Students consistently were more engaged and excited about learning when they went outside than they generally were in the classroom.
- Students who don't often participate or speak up in class became willing participants in outdoor activities and discussion about what they observed.